

## Integrated Student Support Services

**Program Goal:** To surround students with a community of support empowering them to stay in school and achieve in life.

**Short Summary:** Communities In Schools of Greenville provides interventions and individual supports to students displaying early indicators for dropping out of high school. CISG believes that every child deserves The Five Basics: a one-on-one relationship with a caring adult, a safe place to learn and grow, a healthy start for a healthy future, a marketable skill to use upon graduation, and a chance to give back to peers and the community.

**Target Settings** (urban, suburban, and/or rural): urban, suburban and rural

**Target Groups served:** Students at targeted schools who have been identified as being most at risk for eventually dropping out of school. Students with large number of Adverse Childhood Experiences (ACES). Also serve the parents/caregivers of targeted students.

**Schools/Districts served: Greenville County Schools:** Berea, Tanglewood, Lakeview and GEC middle schools, Chandler Creek, Grove, Welcome, and Berea Elementary Schools and Carolina High School

**Research:** A national evaluation of the Communities in Schools programs was conducted at the school level for 1,700 participating schools. ICF International surveyed each school to determine the level of implementation of the program components. The high implementation schools partnering with CIS were matched with an equal number of comparison schools without the CIS program. The initial findings indicate a higher percentage of students reaching proficiency in reading and math in the CIS schools. School-level outcomes, such as academic achievement and attendance, were also higher than in those schools without coordinated services. Finally, the evaluation indicated that CIS is one of only a few scientifically-based programs to show improvements in reducing dropout rates and the only program to improve students' ontime graduation rates. Nationwide, 79% of CIS students had improved attendance, 86% had fewer incidents of discipline, 80% had improved academic performance, 91% were promoted to the next grade, and 84% of eligible seniors graduated.

Only 3% dropped out, which is lower than the national average of 4%. It is also lower than the estimated 6% dropout rate for student populations similar to those served by CIS. Additional information may be found at <http://www.communitiesinschools.org/about/publications/publication/five-year-national-evaluation-executive-summary>, including a Five-Year National Evaluation Executive Summary, a comprehensive analysis of the findings on the impact of Communities In Schools.

**Evaluation:** The CIS Data Management Tool is a web-based application that provides tools to better manage project sites and to more efficiently manage staff, board of director members, service providers and contributors. It is also an instrument that can collect, manage and report student data, including student case management, whole-school and classroom models. The data tracking capabilities of CISDM is widely varied. Such information as individual risk factors, case attributes, Levels One and Two service details, case progress details, case outcome details, and end-of-year results details are easily extracted for specified reporting. The key to the evaluation capacity, however, is that staff members are trained to use CISDM with high conformity, and oversight of the input is not only reviewed by the site coordinators themselves, but also by the project director and the special projects coordinator to make certain the data is not only analyzed, but used for

feedback in monitoring and adjusting individual student case plans and school-wide service plans. Outcome progress is monitored on a tiered basis that matches the tiered levels of input, with every student receiving a review quarterly at minimum.

The Total Quality System (TQS) standards framework provides national standards and oversight. Accredited status involves meeting strict business standards in the local affiliate office, as well as full implementation of the CIS Model at the site level. CIS of Greenville earned national accreditation under this system in 2012.

The TQS system is composed of two sets of standards. The first set articulates CIS organization and business standards to be achieved, resulting in operational status. These standards are designed to ensure sound and sustainable organizational infrastructures support the work with young people and families in the long term. The categories for the General Organization and Business Standards are as follows:

- Identity standards define the CIS brand and distinguish CIS from other community-based organizations.
- Board standards articulate the composition and responsibilities of CIS boards.
- Planning and implementation standards promote effective planning and operations.
- Fiscal management standards increase the likelihood of sound financial management.
- Written agreement standards articulate the mutually beneficial nature of relationships between CIS and school districts/community partners. The intent of these standards is to ensure understanding of the roles and responsibilities of each organization in coordinating, delivering, documenting and tracking services and resources.
- Data collection, evaluation and reporting standards articulate the increased need for data-driven decision making and require the use of CISDM.

The second set of standards establishes CIS Site Operations Standards that articulate how CIS functions in site settings. The standards define a unified CIS Model based on the CIS Theory of Change. This theory suggests that providing a combination of widely accessible prevention services (Level One) and targeted and sustained intervention services (Level Two) will result in positive outcomes for individuals and sites, as well as eventual permanent institutional change. These standards, along with the CIS organization and business standards are required for earning national accreditation. The Site Operations Standards include:

- General standards for Developing Sites that define operations at sites that are progressing towards fully implementing the CIS Model. Requirements include annual needs assessments, site planning, service delivery, data collection and evidence-based decision making.
- Standards for Comprehensive Sites for sites that are fully implementing the CIS Model. Requirements include a one-half FTE site coordinator, annual needs assessments, comprehensive site planning, specific saturation criteria for Level One and Level Two service delivery, monitoring and data collection, and evidenced-based decision making.

The Standards and Evidence-Based Curriculum (SEBC) provides comprehensive learning content that supports all aspects of the work done by staff and volunteers of Communities In Schools. The curriculum features content for learners on nonprofit business management, board operations and the CIS process for integrated service delivery. The SEBC integrates the proven practices and processes of 30 years of successful community-based work with the research done by the National Dropout Prevention Center on risk factors that lead to dropping out of school and the programs that have been successful at mitigating the risks. The NDPC research is included to support informed decision making and program development. The orientation module is one of 38 topical manuals in the SEBC. These materials may be downloaded by CIS Master Trainers for use in facilitated workshops, or can be accessed directly by learners.

The SEBC and the TQS standards ensure that a commitment to what CIS does best is maintained at every level of the network. This commitment to quality and consistency is evidence that CIS will maintain a high level of integrity in the effort to serve youth and families in any region, state or community with the same principles and practices. All site coordinators are required to complete a Site Coordinator Certification Program. The year-long online coursework focuses on the fundamentals of working with youth, leadership principals, leading service delivery at the site, and professional development.

**Annual Cost:** 1.5 million

**Funding Sources:** United Way, SC Dept of Education, Greenville Health Authority, Bon Secours St. Francis Health System, GPP

**Staffing needs:** Resource Development and Marketing Infrastructure/Equipment needs: Laptops, office space

**Partner Organizations:** Greenville County Schools, OnTrack Greenville, UW of Greenville County, Greenville Partnership for Philanthropy, SC Dept of Education 21st Century Learning Centers, Greenville Health Authority, Greenville Tech, Bon Secours Saint Francis, Fluor Corporation, GFCU, Clarke and Company, AT&T, Kiwanis, John I. Smith, Children's Trust Fund, Greenville Technical College, Elliott Davis, Fluor Corporation

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**Links to other information, i.e., news articles, videos, etc.:** <https://www.facebook.com/CISGreenville/>